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ABSTRACT

This Kentucky plan for the years 1997-2002 is the third iteration of desegregation planning which began in 1982. It is the second edition of "The Kentucky Plan" adopted in 1990. This edition embraces the dynamic nature of public higher education in Kentucky as institutions seek to provide greater access for an increasingly diverse student population. Sections in the 1997-2002 plan include: Committee on Equal Opportunities; Introduction; Vision Statement; Basis for the Kentucky Plan; Enhancement of the Commonwealth's Historically Black Institution; Systemwide Recommendations; Kentucky Plan, Background; Commitments, Objectives and Action Plans; Coordination of Activities; Monitoring and Assessment of Statewide Plan; and University Commitment to the Kentucky Plan 1997-2002. (AA)

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Kentucky Plan for Equal Opportunities in Higher Education, 1997-2002

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THE 1997-2002 KENTUCKY PLAN FOR EQUAL OPPORTUNITIES IN HIGHER EDUCATION

THE COMMITTEE ON EQUAL OPPORTUNITIES

The Council on Postsecondary Education (CPE) serves as the coordinating agency for higher education in Kentucky. In 1981, the Governor designated CPE as the state agency to develop, implement, and monitor a statewide higher education desegregation plan. CPE and its Committee on Equal Opportunities (CEO) are responsible for overseeing institutional compliance with the requirements of Senate Bill (SB) 398 {KRS 164.020(9)} implemented through administrative regulation (13 KAR 2:060).

In 1987, by Executive Order (EO 87-971), then Governor Martha Layne Collins abolished the Desegregation Plan Implementation Committee and established the Council on Postsecondary Education Committee on Equal Opportunities. CEO oversees implementation of the general commitments, specific objectives (goals) for each institution, and the requirement for annual evaluations of institutional progress toward those objectives as identified in *The Kentucky Plan for Equal Opportunities in Higher Education 1997-2002 (the new Kentucky Plan).*

CEO is composed of 12 members appointed by the chair of CPE including four members of the CPE, a legislator, and seven citizens representing a broad statewide interest.

Committee on Equal Opportunities

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INTRODUCTION

The Kentucky Plan for Equal Opportunities in Higher Education 1997-2002 is the third iteration of desegregation planning which began in 1982. It is the second edition of *The Kentucky Plan* adopted in 1990. This edition embraces the dynamic nature of public higher education in Kentucky as institutions seek to provide greater access for an increasingly diverse student population.

Fifteen years have passed since Kentucky adopted the first statewide higher education desegregation plan. During that time, emphasis has shifted from eliminating the vestiges of a formerly dual segregated system of higher education to ensuring equal opportunity of access to and success in higher education.

Since initiation of desegregation planning the number of Kentucky resident African Americans enrolling has steadily increased. However, Kentucky continues to experience difficulty in retaining and graduating African American students just as it did in 1982 when the first plan was developed. Kentucky's present and past experience is reflected by the findings of a 1995 report from the U.S. Bureau of the Census which affirms that while the educational attainment levels among Americans have risen dramatically since 1940, retention and graduation rates for African American students continue to lag behind those of white students (*U.S. Bureau of the Census, Current Population Reports, P-23, No.189, Population Profiles of the United States: 1995*). The report tracks educational attainment across a number of years. In 1940, nationally, approximately 1.3 percent of African Americans and 4.9 percent of whites had four or more years of college compared to 12.2 percent of African Americans and 22.6 percent of whites in 1993. Educational attainment by African Americans has increased dramatically both in Kentucky and the nation. In the report, the U.S. Bureau of the Census concludes that increases in the levels of educational attainment appear to result from a combination of the greater educational attainment of young adults generally and the mortality of older adults who typically had less formal education. Based on the most recent census data for Kentucky, in 1990, 7.7 percent of African Americans and 13.9 percent of whites had completed four or more years of college compared to 6.5 percent of African Americans and 11.3 percent of whites in 1980 and 3.7 percent of African Americans and 7.5 percent of whites in 1970. The data show improvements but Kentucky lags behind the nation in educational attainment.

Equitable access has as its foundation effective recruitment strategies that: promote equal opportunities tied to a university's regular academic programs; involve collaboration with other sectors of education; and, move beyond "creaming" a few minority students. If all students are to have both choice and opportunity, access is a major consideration in building a system that serves the total population.

Public and private colleges and universities have maintained a number of programs designed to improve access, including preferences, where there is a permissible rationale for favoring disadvantaged groups and the program is narrowly tailored to accomplish specific delineated objectives. Over time federal courts have upheld programs with such

justifications as addressing a manifest imbalance in the representation of groups within specific job categories and fostering equal opportunities for student access and enrollment. The courts also support programs that: use flexible objectives rather than rigid quotas; are not rigidly structured and which include waiver provisions; and seek to achieve a legitimate government purpose.

Statistically, Kentucky has achieved one objective in the existing *Kentucky Plan* -- the enrollment of Kentucky resident African Americans in public institutions at a level equal to their representation among high school graduates. However, the provision of equal opportunity though access is in stark contrast to how well those students fare once enrolled. If equal access and opportunity are to be realized, Kentucky must continue to enroll Kentucky resident African Americans at the current rate and must confront several major problems: student preparation, student retention, the educational experience, and success for all students.

The new plan places major emphasis on retention and graduation of African American students. One significant factor necessary to increasing graduation and retention rates is the need to create and maintain a hospitable campus environment. Many institutions across the nation are recognized for their tolerance. But recent anecdotal evidence, both nationally and in Kentucky, of racial strife, faculty indifference, a lack of proper student advising, and a lack of minority mentors cannot be dismissed. The rate at which such incidents are being reported nationwide suggests a growing intolerance for diversity on our college campuses. Public institutions in Kentucky are not immune from campus climate issues. Kentucky's experience is evidenced by concerns raised in campus visits by CEO and news reports of specific incidents involving students and faculty. Institutions must develop systemic approaches that create a warm, welcoming, and supportive environment embracing equal opportunities and infusing campus policies and practices with that value.

A recent American Council on Education study indicates that more African American students are enrolled at each level of academic study than 10 years ago. Over the past two decades, most colleges and universities have taken steps to increase the enrollment and degree attainment of students of color. However, African Americans, while comprising approximately 12 percent of the general U. S. population, account for only about 10 percent of the population at U.S. colleges and universities. A survey conducted by *Campus Trends* (1994) reveals that administrators rate the progress of their institution in enrolling and retaining African American students as moderate. Administrators (44 percent) were most confident about their progress in enrolling African Americans. Only one-third of the administrators gave high ratings for their institutions' success in retaining and graduating African American students. Among the most significant interventions identified to ensure degree attainment by African American students were academic support programs, one-to-one mentoring and counseling, and adequate financial aid. Factors commonly cited by administrators as obstacles to African American students attaining degrees include problems with student skills or motivation, campus climate or location, inadequate financial aid, and low minority enrollment levels.

Financial aid is a significant factor influencing both enrollment and retention rates. A report [*GAO/HEH-94-77*] by the General Accounting Office (GAO) indicates that financial aid awards using race or national origin as an eligibility criterion only represent 3 percent of all scholarships issued by undergraduate and graduate schools and only about 8.5 percent of scholarships issued by professional schools. The report concludes that some form of minority-targeted aid is offered by two-thirds of postsecondary institutions. Such aid plays a vital role in providing access to higher education for minority students. One way the Commonwealth can support access is to identify funds that can be used to expand the existing state financial aid programs. Significant gains could be made at the undergraduate and graduate levels as well, provided sufficient funds are available to support financial aid programs.

The new plan continues to place emphasis on the enhancement of the state's historically black institution. In 1981, one of the areas Kentucky was cited for by the U.S. Department of Health, Education and Welfare Office for Civil Rights under Title VI of the Civil Rights Act of 1964 was failing to enhance Kentucky State University. The Commonwealth committed then to take specific steps to strengthen the role of KSU in the state system. The enhancement process continues to include emphasis on the university's mission, academic programs and curricula, educational need of the community students and state employees, state funding, physical facilities and equipment, land grant activities, and improved administration and management of the university. In the new plan, enhancement is viewed as a shared responsibility between the Commonwealth and Kentucky State University.

Nineteen states at one time maintained *de jure* segregated systems of higher education. A report by the Southern Education Foundation (SEF), *Redeeming the American Promise,* a Report of the Panel on Educational Opportunity and Postsecondary Desegregation, reviews the efforts of 12 of those 19 states. Each of the 12 states reviewed developed statewide desegregation plans and goals, typically as a result of direct court supervision or oversight from the Office for Civil Rights (OCR) of the U.S. Department of Education. The review uses and focuses on specific areas that parallel the 1978 criteria developed by OCR to evaluate states' progress in dismantling dual systems of higher education.

The report states that "40 years after Brown v. Board of Education and more than two decades after the U.S. Department of Health, Education and Welfare insisted that southern and border states dismantle their dual systems of higher education, not one of the 12 formerly segregated states examined by the SEF's panel could demonstrate an acceptable level of success in desegregating its higher education system." Kentucky is among the states examined by the SEF's panel and, like the other states, was found to be lacking in degree of success. Among the states included in the review, the report identifies equal access to institutions regardless of race; a reasonable chance of success once admitted; full participation in these institutions as faculty; and a nurturing learning environment as areas still needing work. The report concludes that "to change this situation -- and make real

the promise of equal opportunity -- race be disentangled from education" in such a manner as to focus on opportunity and to not disadvantage individuals because of race.

VISION STATEMENT

The recently adopted *Strategic Plan for Kentucky Higher Education 1996-2000: Seize the Future* contains the following vision statement:

> "We, the Kentucky higher education community, share a vision for the 21st century that unites us as advocates for the betterment of Kentuckians. We strongly believe in a coordinated higher education system that is recognized for relevant, high-quality programs that are responsive to Kentucky's long-term needs. We must consistently communicate higher education's value in meeting these needs. We are committed to:
>
> - developing an educated citizenry that values lifelong learning,
> - providing equal opportunities for all Kentuckians,
> - promoting state and local economic development,
> - contributing to the Commonwealth's global competitiveness, and
> - enhancing the quality of life for the people of Kentucky."

The *Strategic Plan* recognizes that higher education, in order to be successful in realizing its vision, must develop whole communities of lifelong learners, by creating knowledge, and by delivering services which support the changing workplace and local communities. Thus, higher education must be linked to other sectors in ways that enhance the quality, accessibility, affordability, effectiveness, and diversity of higher education.

The CPE adopts the following vision for *The Kentucky Plan 1997-2002* to assist in implementing its objectives:

> *The Kentucky higher education community envisions a higher education system that is student-centered, where choice of institutions is unfettered, and success is realizable for everyone, regardless of race. All prospective students should be provided an undergraduate educational opportunity regardless of social, ethnic, or economic circumstances. Access to graduate, doctoral and professional programs should be provided to individuals who meet admissions requirements without regard to social, ethnic, or economic circumstances. We also embrace a system of higher education characterized by broad participation and representation within the workforce by all racial and ethnic groups.*

BASIS FOR THE KENTUCKY PLAN

In 1982, the Council on Higher Education developed *The Commonwealth of Kentucky Higher Education Desegregation Plan* in response to a U.S. Office of Education Office for Civil Rights (OCR) finding that "the Commonwealth of Kentucky, in violation of Title VI of the Civil Rights Act of 1964, has failed to eliminate the vestiges of its former de jure racially dual system of public higher education." Development of the plan was necessary for Kentucky to meet the requirements of Title VI of the Civil Rights Act of 1964. The duration of the original plan was five years (1982-87). In 1987, the Commonwealth submitted a summary report to OCR on all actions taken by Kentucky under the plan. OCR released Kentucky from further data reporting in 1987 but, to date, OCR has not notified Kentucky as to its status regarding Kentucky's satisfaction of the 1981 findings.

OCR cited Kentucky in three areas: students, employment, and enhancement of Kentucky State University, the state's historically black university. The state's objective to enroll Kentucky resident African American students in college in the same proportion as that for white students has been achieved. While the new plan recognizes this achievement, individual institutions will be expected to improve their enrollment. Conversely, the state has not made as much progress in the two remaining areas of employment and enhancement of Kentucky State University. The new plan recognizes the need to place additional emphasis on student retention, graduation, employment and enhancement of Kentucky State University.

Subsequent to the 1987 CHE report filed with OCR, CHE determined that additional work needed to be done in order to extend equal opportunity for access to and success in higher education. A second plan was necessary because the institutions had not achieved the original plan goals related to employment, retention, and graduation. The second plan is titled *The Kentucky Plan for Equal Opportunities in Higher Education* (*The Kentucky Plan*). The original duration of *The Kentucky Plan* was 1990-95. Annual evaluations of the progress made under *The Kentucky Plan* indicated that more action was needed in several areas -- retention, baccalaureate degrees awarded, graduate enrollment and degrees awarded, and employment. The objectives of *The Kentucky Plan* were the same as those adopted in the 1982 Desegregation Plan -- student recruitment, retention, graduation, employment of African Americans as faculty, administrators, and professionals, and enhancement of Kentucky's historically black institution.

In November 1995, CHE extended *The Kentucky Plan* for one year to allow time to develop a new plan. This plan has as its foundation the vision statement previously expressed. It is committed to extension of equal opportunity, both for access to and success in higher education, to all people without consideration of race. Further, this new plan commits institutions to develop and implement programs and activities designed to result in successful achievement of institutional and system objectives.

The Kentucky Plan 1997-2002 was developed in the context of a changing legal environment in which activities that have been used to promote affirmative action and equal opportunity, particularly minority preferences in admissions, financial aid, and employment, have come under increasing court scrutiny. It is important to note that the fundamental principles and purpose of

equal opportunity and affirmative action have not been challenged as much as specific practices used to accomplish the ends of equal opportunity and affirmative action. Governmental plans that require the use of minority preferences as key elements in meeting goals are subject to review under a standard of strict scrutiny. This means that such plans must satisfy a compelling government interest, and that the means used to accomplish the goals set out in the plan must be narrowly tailored to satisfy those ends.

CPE, CEO, and the institutions are cognizant of the changing legal environment. Development of the new plan acknowledges the guidance of OCR and the decisions of federal courts. Unfortunately, the guidance from these sources often has been confusing and sometimes conflicting. The new plan places significant reliance on the questions and answers regarding race-targeted financial aid published by OCR in the Federal Register, February 23, 1994, and on the following federal court cases:

U.S. Supreme Court:

- Regents of University of California v. Bakke, 438 U.S. 265, 98 S.Ct. 2733 (1978)
- U.S. v. Fordice, 505 U.S. 717, 112 S.Ct. 2727, (1992)
- Adarand Constructors, Inc. v. Pena, 115 S.Ct. 2097 (1995)
- City of Richmond v. J.A.Croson Co., 488 U.S. 469, 109 S.Ct. 706 (1989)
- Wygant v. Jackson Bd. of Education, 476 U.S. 267, 106 S.Ct. 1842 (1986)
- U.S. v. Paradise, 480 U.S. 149, 107 S.Ct. 1053 (1987)

Circuit Courts of Appeal:

- Podberesky v. Kirwan, 38 F.3d 147 (4th Cir., 1994), (cert. denied, 1995)
- Hopwood v. Texas, 78 F.3d 932 (5th Cir., 1996)

The recent Sixth Circuit Court of Appeals case, Middleton v. City of Flint, 92 F.3d 396, (6th Cir., 1996) will be closely monitored by CEO and the institutions to assess the impact on programs and activities involving minority preferences. The full import of the case is not yet known. CPE also will work with officials at OCR on changes, if any, in federal guidelines. OCR informally has indicated its intention to visit all Adams states.

The principal case relied upon in the development of *The Kentucky Plan 1997-2002* is Regents of University of California v. Bakke, 438 U.S. 265, 98 S.Ct. 2733 (1978). The Supreme Court, while ruling the University of California's minority admission program unconstitutional, stated that race may be one factor in student admissions. There also was indication from a plurality of the court that the promotion of diversity is a legitimate government interest sufficient to justify limited minority preference programs.

The Kentucky Plan 1997-2002 is a voluntary plan focused on providing equal opportunity of access to and success in higher education. The plan sets objectives for institutions in categories of student enrollment, student retention and student graduation; it also incorporates institutionally developed objectives for employment of faculty and staff. Each of the eight public institutions

participated in the development of the objectives and timetables. (Note: the University of Kentucky represented the community college system administered by them.) Objectives are flexible, as are timetables, and a waiver program exists. This means that admission of a Kentucky resident African American does not drastically impact the rights of any other Kentucky resident who may be similarly qualified and that the impact on employment opportunities for non-minorities is minimal. Institutions are free to adopt a variety of programs and activities individually tailored to specific institutional need.

Within Kentucky, the legal environment is influenced by SB 398, codified as KRS 164.020 (9). This statute, approved in 1992, requires that CPE not approve new academic programs at institutions which fail to meet equal opportunity objectives. The statute, however, also requires that the administrative regulation implementing the statute contain a waiver provision. 13 KAR 2:060, in keeping with the flexible nature of the expiring plan, contains two waiver provisions -- a qualitative and a quantitative waiver. The latter waiver is available to institutions who meet a required number of objectives during a particular year. The qualitative waiver requires action by CPE upon a showing by the institution that plans are in place to help the institution realize equal opportunity objectives. Another administrative regulation will be promulgated providing waiver provisions upon adoption of the new plan.

The Kentucky Plan 1997-2002 contemplates continued monitoring of the legal environment. Should OCR or court rulings require modification of the plan, CPE and CEO will be ready to address needed changes. Institutions also are expected to monitor court rulings and adjust specific activities to conform with OCR directives and federal and state court rulings.

Currently, institutions have achieved parity in college admission of Kentucky resident African Americans and white students but have failed to achieve parity for retention and for the award of baccalaureate degrees. A number of alternatives (scholarships, financial aid, mentoring programs, etc.) are available to help institutions achieve the retention and degree objectives over time. Additionally, CPE has begun working closely with the Kentucky Department of Education (KDE) to identify potential college students and to identify academic deficiencies of incoming Kentucky resident college students. Through this dialog with KDE, higher education seeks to find ways to graduate students who are better prepared to complete college level work.

The Kentucky Plan 1997-2002 was developed through a collaborative process involving CPE, CEO and the institutions. Citizens were invited to provide input during development of the new plan through public forums. The process also included input from external groups or persons interested in equal opportunities in higher education. University presidents appointed representatives to serve on the work group responsible for developing the revised plan which was shared with the presidents for comment.

ENHANCEMENT OF THE COMMONWEALTH'S HISTORICALLY BLACK INSTITUTION

Kentucky State University (KSU) is Kentucky's historically black institution. As such, there is a special need to enhance the institution in order to preserve its heritage and strengthen its position within the higher education system. Initial enhancement efforts in the 1982-87 plan focused on developing a new mission, strengthening academic programs and service to state government, improving funding, and improving the physical plant. The 1990-95 plan continued efforts begun under the 1982-87 plan. These efforts are discussed in detail below.

Enhancement of KSU is an important part of *The Kentucky Plan 1997-2002*. However, the environment in which *The Kentucky Plan 1997-2002* is being developed is different. All of higher education faces stricter scrutiny of new activities and greater accountability for existing programs and activities. It is in this context that *The Kentucky Plan 1997-2002* addresses enhancement.

Enhancement of KSU as described below proceeds under these broad parameters:

- Enhancement is a special responsibility shared jointly by the Commonwealth, CPE, and KSU.
- KSU is Kentucky's historically black institution and is therefore unique. This uniqueness gives rise to a special responsibility to preserve the heritage of Kentucky African Americans and may result in differential treatment, as appropriate to enhancement.
- KSU is a full partner in Kentucky's system of higher education with a defined role as the small liberal studies institution with limited graduate programs, a land grant mission, and a special mission of service to state government.
- Enhancement should follow and be consistent with the mission of the university as approved by the CPE. It should be outcome based and should primarily seek to strengthen existing programs, activities, and the university as a whole.
- Additional programs and activities also play an important, but secondary, role in enhancement.

Enhancement 1982-87:

The enhancement of Kentucky's historically black institution, Kentucky State University, was initiated in the first statewide desegregation plan entitled, *The Commonwealth of Kentucky Higher Education Desegregation Plan*. During the desegregation planning period from 1982-87, enhancement efforts were based on guidance provided in the Revised Criteria Specifying the Ingredients of Acceptable Plans to Desegregate State Systems of Public Higher Education [Title VI, at 34 C.F.R. § 100.3 (b) (6) (I)]. Under the guidance of the Criteria, a new, refined mission for KSU was adopted making it the Commonwealth's unique, small, liberal studies university. A number of other enhancements also were implemented including adding academic programs and making curricula changes, meeting educational needs of community students and state employees, providing more adequate state appropriations and other enhancement-related funding improvements, renovating existing and building new facilities, meeting major equipment needs, starting an interinstitutional graduate center, improving land-grant activities and promoting improved administration and management of the university.

The basic guiding principles for enhancement of KSU are derived from the section of the federal criteria which prescribes the "Elements of a Plan" to disestablish the structure of the formerly dual system. That section of the criteria directs that "an acceptable plan shall commit the state to the goal of organizing and operating the system and institutions of higher education in a manner that promises realistically to overcome the effects of past discrimination and to disestablish the formerly dual system, and which assures that students will be attracted to each institution on the basis of educational programs and opportunities uninhibited by past practices of segregation." These criteria support the principle that KSU, like other state-supported Kentucky institutions, would be expected to operate a campus and programs which are race neutral.

In the past, enhancement focused on the Commonwealth's actions relative to mission, program offerings, facilities and funding for KSU as the state's historically black institution. Over time these initiatives have been put in place. *The Kentucky Plan 1997-2002* continues enhancement efforts in place, proposes that enhancement efforts be initiated, and establishes that the success of enhancement implementation be measured.

A significant achievement of the first enhancement effort was the establishment of a redefined mission recognizing the heritage and historical relevance of the university to Kentucky's African American community. The revised mission (1983) called for the university to excel in three areas: delivering a liberal studies curriculum, meeting the educational needs of community students, and serving the educational needs of state employees. As the state's small public liberal arts university, KSU is expected to maintain the lowest undergraduate faculty-student ratio (by 25 percent) among the state's public institutions.

The 1982-87 plan also gave priority consideration to new program proposals submitted by KSU in all cases where the proposal was consistent with the university's revised mission. Assessments that specifically relate to programs at KSU would be acted upon only in conformance with the Commonwealth's commitments to enhance the university. The degree to which a new program strengthens KSU would be the prime criterion in the CHE action on proposals from that institution. The thrust of the liberal studies effort would be guided by an analysis of workforce and program needs, financial impact of revised programs and requests for new programs, relationship of programs to the liberal studies mission, and projected student enrollment.

The particular programs identified to be enhanced during 1982-87 under the revised mission included, but were not limited to: English, political science, fine arts, mathematics, history, sociology, and natural sciences. In addition, the existing strong program in business administration would be further enhanced to ensure its continued competitive advantage and to afford students maximum opportunity to take courses in both the business and liberal studies curricula (includes maintenance of small faculty/student ratios; improvements in the university's competitive posture could come either through an improvement in the quality or programs offered). Consistent with enhancement of the university and the revised mission, the university would complete reviews of existing and required programs and request CHE approval of new or changed programs.

Finally, the mission also was described as serving the educational needs of community students and of state employees, both interrelated and complementary. Delivery of the programs would be accomplished through identification of degree programs and credit offerings necessary and useful for the educational development of state government employees and establishment of the State Governmental Services Center on the KSU campus. The latter program was designed to provide postsecondary services of other than a traditional instructional nature to state government agencies, including personnel training and certification programs, applied research assistance, program evaluation and technical assistance. Implementation of this aspect of the mission required the university to confer with state agency officials and community advisors to develop, restructure, and offer state government-related and community college programs that are consistent with its redefined mission.

The second higher education desegregation plan basically continued the enhancements adopted during the first planning period. Funding advantages and attention to campus facility and equipment needs were continued. Implementation of the revised mission continued as well.

Measurement of success during this period (1982-95) did not directly relate to enhancement. Success was measured on the same characteristics for all universities, including KSU. No assessment of the degree of enhancement achieved was undertaken except through campus visits by the CHE Committee on Equal Opportunities and through other informal channels.

Enhancement Accomplishments Since 1982:

Initiatives of KSU

1. CHE approved and KSU established the Whitney M. Young, Jr. College of Leadership Studies to begin implementation of the liberal studies program. The program requires a core curriculum of 53 hours, the most extensive of any public university in Kentucky.
2. The KSU School of Business and Kentucky Transportation Cabinet established the Entrepreneurial Development Institute, later recognized as a national model by the Federal Highway Administration.
3. KSU maintains the most diversified faculty and student body among the state-supported colleges and universities in Kentucky.

Initiatives of the Commonwealth

1. KSU was given a unique mission in the Kentucky public higher education system as the sole liberal arts university with the lowest student/faculty ratio and special emphasis for service to state government, to its service region, to disadvantaged rural Kentuckians, and to the African American heritage of the state.
2. The higher education funding formula includes special allowances to assure KSU at least a 25 percent advantage in undergraduate faculty/student ratio.
3. The Governor provided special funding (beginning with 1982/84) to be used at the discretion of the KSU Board of Regents to initiate enhancement activities.
4. The Governmental Services Center was established at KSU to meet the educational and training needs of state workers.

5. The General Assembly authorized $36 million in capital projects at KSU (including the utilities tunnel; the renovation of McCullin Hall, Combs Hall, Hume Hall, Carver Hall and Hathaway Hall; an addition to the Blazer Library; the student cafeteria; and acquisition of physical plant facilities).

Enhancement 1997-2002:

The Kentucky Plan 1997-2002 gives more specific attention to enhancement of KSU. *The Kentucky Plan 1997-2002* continues the enhancements established since 1982 and commits to the development of additional enhancements. Enhancement is viewed as a shared responsibility among the Commonwealth, CPE, and KSU. *The Kentucky Plan 1997-2002* uses the OCR Criteria for general guidance in this regard. It was determined that any action on specific plan elements for purposes of enhancement should take place after completion of the work of the Task Force on Postsecondary Education and the special session on higher education by the General Assembly. Those activities were complete as of May 30, 1997. Strategic directives from that process will be incorporated into the planning process, by the CPE and CEO, as enhancement initiatives are implemented.

Kentucky State University has suggested that a number of new programs/activities be incorporated into the revised *The Kentucky Plan 1997-2002* to support continued enhancement of the university as the Commonwealth's unique small liberal studies and historically black institution. The university proposed three new degree programs at the graduate level, three new degree programs at the baccalaureate level, a new technology center, the incorporation of the Governmental Services Center program into the academic programs area, and several capital projects. These proposed enhancements are consistent with the Criteria and should receive consideration.

This institutional listing of proposed enhancements form the basis for making enhancement decisions. Consideration of additional enhancement efforts will be in addition to existing enhancement efforts. Existing funding advantages shall continue and shall be considered in making additional enhancement commitments. This new approach empowers KSU to take the lead in demonstrating and strengthening its position in the higher education community. Success of the enhancement initiatives will be considered as part of the evaluation for institutional eligibility to submit new program proposals for consideration by CPE.

The approach places the responsibility on KSU to chart its path to distinguish its academic programs and services within higher education. Financial and program commitments in support of enhancement in this plan are made with the understanding that implementation will occur using established CPE processes. Legislative action may be necessary to implement some initiatives. New program proposals shall be subject to the established CPE program approval policy. Funding and construction initiatives shall be subject to CPE and legislative action.

The context for consideration of any new enhancement initiative, whether a capital project proposal or a proposed new program, will be congruent with the liberal studies mission. Discussion or identification of a particular program in the new plan in terms of enhancement does

not exempt the university from the program eligibility requirements of SB 398 (KRS 164.020(9)) or the CPE requirements for new program review and approval. The success of the enhancement initiatives will be considered as part of the evaluation for institutional eligibility to submit new program proposals for consideration by CPE. The revised liberal studies and land-grant mission component will guide enhancement efforts.

The success of any enhancement activity should be measured in a manner consistent with that applied to other institutions and, where appropriate, analyses conducted by objective outside evaluators. Approaches to enhancement should include, but not be limited to, faculty improvement, strengthening of programs, revision of curriculum, improved equipment, and development of cooperative programs with other institutions and with state government and commercial enterprises.

CPE approval of any new program proposal will proceed under CPE policies that call for evidence of: (1) the relationship of the program to a mission component, (2) students' needs and demands for the program, (3) service role of the program, (4) manpower demand for graduates, (5) faculty resource requirements, and (6) availability of resources to initiate the program. A critical piece is the linkage of programs to statewide directions for higher education as prescribed in the *Strategic Plan for Kentucky Higher Education 1996-2000: Seize the Future*. Within the scope of the 1994 revised mission for KSU, continued acknowledgment and empowerment of the university to pursue its mission as a land grant institution is important.

Recommendations:

The expectations for enhancement of KSU, i.e., special funding, proper facilities, and programs, will continue under the general guidance of the 1978 OCR Criteria and the 1982 and 1990 plans. However, in addition to continuing the existing activities in *The Kentucky Plan 1997-2002*, enhancement places emphasis on the university strengthening its position within the higher education community. Evaluation of progress toward implementing the objectives of the new plan for purposes of determining KSU's eligibility to submit new programs will focus in part on the institution's success in implementing enhancement activities as well as limited measurement of success in enrollment, retention, graduation and employment objectives. CPE believes continuing to enhance KSU, Kentucky's historically black institution, is a critical component of *The Kentucky Plan 1997-2002*. By CPE action, inclusion of any enhancement efforts must be a part of *The Kentucky Plan 1997-2002*.

Identification of specific elements of the enhancement effort will proceed immediately following adoption of the new plan. The process should embrace these principles: recognize the unique heritage of KSU, student choice based on academic program offerings (be race neutral), and recognition of KSU's location in the state capitol and of the need for special service to state government. Flexibility within the enhancement process is preserved to allow consideration of changes in approach and expectations based on House Bill 1 which was enacted by the General Assembly during a special session and signed into law by the Governor on May 30, 1997.

The initiatives under consideration for enhancement follow. The numerical order does not create an order of priority for CPE or KSU for implementation purposes. Specifically, enhancement activities should be developed from among the following areas:

Mission/Application of SB 398

1. Implementation of *The Kentucky Plan 1997-2002*, for purposes of establishing eligibility for submission of new programs under SB 398, provides that evaluation of progress at KSU include consideration of initiatives identified for implementation of the enhancement activities rather than simply applying the traditional measures used for the traditionally white institutions.
2. Continue KSU's special status as the state's small public liberal arts university with the lowest undergraduate faculty/student ratio and maintaining current funding for enhancement activities.
3. Build on KSU's strengths as a historically black institution by acknowledging heritage through establishing a Center of Excellence for the study of Kentucky African Americans. Acknowledging KSU's heritage as a historically black university does not embrace the notion that KSU is or is expected to be a "traditionally black institution."
4. Enhance existing and develop new academic programs and facilities that are responsive to the specialized needs within KSU's service area.

Program Initiatives

1. Incorporate quality management theories and concepts into the curricula of relevant academic programs in support of EMPOWER Kentucky and in recognition of its existing role as the state coordinator for the Malcolm Baldrige Quality Award.
2. Consistent with quality and excellence, demonstrated through practice of quality principles, develop a Teaching Center dedicated to advancing the art of teaching and educational administration consistent with the Kentucky Education Reform Act.
3. Build on existing commitment to measuring student achievement by incorporating outcomes assessment and quality indicators into its academic programs.
4. Enhance opportunities for graduates to enroll in and graduate from first professional programs.
5. Further strengthen articulation between the Governmental Services Center and academic degree programs (including public administration, business, and computer and information sciences) that support the professional and career development of state government employees.
6. Enhance and build on strengths as a land grant institution by developing and obtaining approval for a master of science in aquaculture. Consider other graduate program needs and specifically tailor any to be established at KSU. Assure access to high demand programs is available to individuals within the KSU service region.
7. Strengthen academic and administrative technological capacity. Ensure that KSU is a full partner in any statewide instructional initiative such as a Commonwealth University and consider KSU as the host or home campus. Assure that KSU is a full partner and have a major role in delivery of other statewide programs.

Facility Initiatives

1. Support establishing the Center of Excellence for the study of Kentucky African Americans and preservation of the university's heritage expansion of the Blazer Library and/or the state's new history center.
2. Improve the physical environment for students by addressing current facilities needs by renovating the Carl M. Hill Student Center and expanding Bradford Hall.
3. Place a high priority on expansion/new construction projects that are directly related to enhancement initiatives outlined herein, i.e., Betty White Health Center, Technology Center, and Teacher Service Center.
4. Support renovation and maintenance of housing facilities Combs, Hunter, McCullin and Young Hall.

SYSTEMWIDE RECOMMENDATIONS

In support of the successful implementation of *The Kentucky Plan 1997-2002*, the following recommendations are provided:

1. In its role of providing oversight for implementation of the new plan, CEO, during campus visits, should continue to review the issue of campus climate. CEO should make recommendations to CPE and the institutions and should require that institutions provide evidence that issues related to campus climate (faculty indifference, race baiting, curricula, and a supportive learning environment) are identified and addressed.
2. CPE should assess the extent to which hostile campus issues exist through the administration of a survey of administrators, faculty, staff, and students and institutional reports of a similar nature.
3. That conferences, seminars and other information related to campus climate be made available to institutional staffs periodically on a state or regional basis.
4. That funding be provided through the biennial budget to support Kentucky as a full participant in the SREB Compact for Diversity Program.
5. CPE commits to establishing a Center for African American Studies and Heritage or a similar program to recognize the role of KSU as a historically black institution.
6. That CPE support the expansion of state-supported financial aid programs for students.
7. That institutional detailed action plans to implement the objectives of the new plan be developed following the completion of the work of the Task Force on Postsecondary Education and the special session of the General Assembly on higher education. CEO and CPE would consider the action plans for inclusion in the new plan.

Plan Monitoring and Reporting Activities:

The series of monitoring and reporting activities will include analysis of data, institution action plan, progress toward plan objectives, benchmarking, and identification of best practices. Recommendations for improvements of this activity are:

1. A comprehensive written evaluation of institutional progress toward meeting the objectives of the new plan will be published on the same schedule as other CPE reports.
2. Evaluation of institutional progress toward meeting the objectives of the new plan should incorporate the methodology used in the CPE accountability reporting (SB 109) process. Measurement of institutional success should be based on degree of progress made.
3. Enrollment of Kentucky resident African American students first should be evaluated as a statewide objective. If the system performance is equal to or greater than the statewide baseline enrollment and institutions show progress over previous year enrollment, credit should be given in this category (KSU enrollment of Kentucky resident African American students will not be included in this analysis). If the system progress falls below the systemwide objective, no institution would receive credit for making progress toward this objective for purposes of determining institutional eligibility to submit new programs. The change in evaluating enrollment of Kentucky resident African Americans as

undergraduates recognizes both the progress made and the need for additional progress at individual institutions.

4. Success for the remaining objectives (retention, graduation, enrollment of graduate students, and employment) will continue to be measured on an individual institution basis consistent with the plan and the administrative regulation.
5. CEO assessment of campus climate should be reported for each institution and follow-up information provided regarding institutional action taken to address those issues.
6. As part of its evaluation of the implementation of *The Kentucky Plan 1997-2002* for purposes of establishing (quantitative and/or qualitative) eligibility for submission of new programs under SB 398, CEO also should consider issues related to implementation of programs and initiatives described in institution action plans.
7. Assess and report the outcome of discussions with the Kentucky Department of Education regarding academic readiness of high school graduates.

SUMMARY OF SYSTEM OBJECTIVES

The Kentucky Plan 1997-2002 evolves from the Commonwealth's commitment to continue efforts begun during the five-year (1982-87) federally mandated desegregation plan and the subsequent 1990-95 *Kentucky Plan*. *The Kentucky Plan 1997-2002* continues the system priorities through 2002 and provides directions for institutional planning and implementation efforts. The objectives are retained only after analysis of the successes of the 1990 *Kentucky Plan* and the environment in which higher education must implement this plan. The higher education system strives to extend equal opportunity and access in higher education to all Kentuckians by pursuing the following systemwide objectives:

- to provide equal educational opportunities for all Kentuckians by striving to increase African American student enrollments;
- to increase the number of African Americans employed at all levels at the institutions; and
- to continue to enhance the current status of the Commonwealth's historically black institution in its important role in the higher education system.

The state-supported institutions of higher education have agreed to the commitments, objectives, and action plans in *The Kentucky Plan 1997-2002*. The commitments in *The Kentucky Plan 1997-2002* to support the systemwide objectives are:

1. to maintain/increase the proportion of Kentucky resident African American undergraduate students enrolled in higher education;
2. to increase the retention of Kentucky resident African American undergraduate students and the proportion of Kentucky resident African Americans who graduate to the proportion of white undergraduate students who are retained and who graduate;
3. to increase the proportion of Kentucky resident African American graduate students enrolled in higher education;
4. to increase the number and proportion of African American faculty and staff employed by the institutions of higher education;
5. to increase the number of Kentucky resident African American applicants to, enrollments in, and graduation from first professional programs in dentistry, law, and medicine;
6. to ensure African American representation on the Council on Postsecondary Education, the Kentucky Community and Technical College System (KCTCS), and on each Board of Trustees or Regents; and
7. to establish and maintain campus programs and activities to accomplish the above.

Each of the institutional commitments is supported by specific objectives and action plans for each institution. In Volume I (*The Kentucky Plan 1997-2002*), institutional action plans are presented in shortened versions. The background information (including action plans submitted by the institutions) is included in Volume II (Appendices).

Throughout the life of *The Kentucky Plan 1997-2002*, appropriate coordinating activities will require review, advice, and recommendations from various concerned organizations, institutions, and individuals. The plan highlights the coordinating activities expected from CPE and its CEO.

For purposes of implementation of the provisions of KRS 164.020(9) (SB 398), annual monitoring and assessment of action plans and other equal opportunity activities will be continued. However, written progress reports will be published on the same biennial timetable as other CPE reports. Monitoring and assessment will continue to focus on progress toward the attainment of institutional objectives, attainment of statewide objectives, and successful programs developed and implemented at institutions. Further assessment of the progress of institutions in implementation of the objectives of the revised plan will utilize the measurement of success as used in the accountability reports and performance funding. Appropriate data -- budgetary, programmatic, enrollment, faculty and staff, and graduation changes (as they relate to equal opportunities for African Americans) -- will be collected, analyzed, and assessed. An annual schedule of assessment and monitoring activities will be continued as established in previous plans.

The duration of *The Kentucky Plan 1997-2002* is five academic years (1997-2002). Following the five year period, an evaluation of the overall results will be completed and, if warranted, a new plan will be developed.

KENTUCKY PLAN FOR EQUAL OPPORTUNITIES IN HIGHER EDUCATION IN KENTUCKY

I. BACKGROUND:

As the coordinating agency for higher education in the Commonwealth, CPE has primary responsibility for developing and implementing *The Kentucky Plan 1997-2002*. Higher education is nearing completion of its second in a series of plans designed to ensure educational access for all Kentuckians. The first plan was implemented over a five-year period that ended in June 1987 and the second (current) plan will end in March 1997.

The first plan (*Commonwealth of Kentucky Higher Education Desegregation Plan*) was developed based on findings by the U.S. OCR. Although a report was submitted to OCR when the plan concluded in 1987, a final evaluation has not been completed by OCR. CPE and CEO have continued their efforts and commitment to equal opportunities in Kentucky's system of public higher education. The commitments are derived from the following conclusions: (1) overall expectations with respect to enrollment of African Americans by public higher education institutions are being realized. Kentucky resident African Americans are enrolling at a rate comparable to white students; (2) the traditionally white institutions did not attain the agreed to objectives in the areas of retention and graduation of African American students and the recruitment of African American employees, especially administrators and faculty; and (3) the need to continue to enhance the current status of Kentucky State University as the Commonwealth's historically black institution in its important role in the higher education system.

The vision of the new *Strategic Plan for Kentucky Higher Education 1996-2000: Seize the Future* builds on and strengthens the initiatives begun as part of the former plans. The vision of the new strategic plan follows:

"We strongly believe in a coordinated higher education system that is recognized for relevant, high-quality programs that are responsive to Kentucky's long-term needs. We must consistently communicate higher education's value in meeting these needs. We are committed to:

- developing an educated citizenry that values lifelong learning;
- providing equal opportunities for all Kentuckians;
- promoting state and local economic development;
- contributing to the Commonwealth's global competitiveness; and
- enhancing the quality of life for the people of Kentucky."

II. COMMITMENTS, OBJECTIVES AND ACTION PLANS

To realize the vision of the *Strategic Plan*, CEO, CPE, and the institutions have reviewed the efforts of the two previous plans and together agree to continue to pursue vigorously the commitments and objectives indicated in this document. The commitments, objectives and plans included in *The Kentucky Plan 1997-2002* (except for faculty and staff) refer to Kentucky

residents. All data and objectives, except for faculty and staff, are therefore based on Kentucky resident population or students.

Institutional detailed action plans to implement the objectives of the new plan will be developed following completion of the work of the Task Force on Postsecondary Education and the special session of the General Assembly on higher education. A new administrative regulation implementing the requirements of SB 398 codified as KRS 164.020 (9) will be developed following adoption of *The Kentucky Plan 1997-2002*.

COMMITMENT 1: The Council on Postsecondary Education and the institutions are committed to increasing the proportion of Kentucky resident African American undergraduate students enrolled in higher education.

Objective 1: The following institutional objectives are established to meet Commitment #1.

Table 1
Kentucky Resident African American Undergraduate Enrollment

Institution	1995 Actual Enrollment	1995 % Enrolled	1997-2002 Objective *
Eastern Kentucky University	480	3.9	4.5
Morehead State University	167	2.8	1.7
Murray State University	249	5.0	6.0
Northern Kentucky University	146	1.8	1.5
University of Kentucky	791	5.7	7.0
University of Louisville	1,841	13.9	16.6
Western Kentucky University	700	6.7	7.0
Community College System			
Ashland Community College	20	0.9	1.1
Elizabethtown Community College	431	12.1	8.6
Hazard Community College	20	1.2	1.5
Henderson Community College	40	3.7	4.5
Hopkinsville Community College	492	20.3	24.1
Jefferson Community College	1,266	14.3	17.4
Lexington Community College	308	6.5	7.9
Madisonville Community College	143	5.7	6.5
Maysville Community College	66	5.1	4.0
Owensboro Community College	46	2.1	2.5
Paducah Community College	132	4.8	5.9
Prestonsburg Community College	18	0.6	0.1
Somerset Community College	14	0.5	0.7
Southeast Community College	40	1.7	2.1
Higher Education system**	8,154	7.3	7.7
Kentucky State University	700	37.6	37.6

* The objectives are based on a 1995 market analysis of the areas of the state that contribute 90 percent of the entering undergraduate enrollments at each institution.
**The system objective excludes KSU African American student enrollment.

ACTION PLANS: Kentucky State University's action plan will include evaluation criteria related to implementation of enhancement activities identified in the enhancement section of the new plan. Evaluation of this objective for traditionally white institutions will be based on maintenance or improvement of the statewide objective plus maintenance of the current institutional enrollment of Kentucky resident African Americans. If system performance is equal to or greater than the statewide baseline enrollment and institutions show progress over previous year enrollment, credit should be given in this category (KSU enrollment of Kentucky resident African American students will not be included in this analysis). If the system progress falls below the systemwide objective, no institution would receive credit for making progress toward this objective for purposes of determining institutional eligibility to submit new programs. The change in evaluating enrollment of Kentucky resident African Americans as undergraduates recognizes both the progress made and the need for additional progress at individual institutions.

The institutions have initiated or plan to initiate the following activities in support of Commitment #1 and Objective #1:

Eastern Kentucky University agrees to:

1. maintain position of Admissions Counselor located in region of market area in which a high concentration of African American students reside.
2. increase recruitment efforts at community colleges with high concentration of African American students.
3. foster positive, informative relationships with high school counselors regarding services, programs, and financial aid which are available to African American students.

Kentucky State University agrees to:

1. increase the number of high achieving Kentucky resident African American students.
2. develop a recruitment plan to maintain the current enrollment of African American students.

Morehead State University agrees to:

1. develop and implement a set of specific recruitment strategies, targeted at the university's minority markets, to meet the enrollment objectives of Kentucky resident African American undergraduate students.
2. develop a Minority Recruitment Advisory Board, continue the Minority Teacher Education program, maintain linkages with minority programs such as Project Vision and the Whitney Young Scholars Foundation, increase the number of visits to high schools with minority populations, and strengthen minority alumni recruitment efforts.

Murray State University agrees to:

1. continue activities at Ft. Campbell and elsewhere that provide career counseling and financial assistance for qualified African Americans.
2. expand recruitment efforts at high schools with large minority enrollment and at area community colleges.

Northern Kentucky University agrees to:

1. increase the proportion of Kentucky resident African American undergraduate students by expanding the marketing outreach to high schools with significant African American enrollment and by structuring a supportive environment including the presence of African American faculty and staff and financial support, which promotes their positive college experience.

University of Kentucky agrees to:

1. develop additional strategies to increase African American student enrollment.
2. expand strategies to provide financial aid for qualified African American students.
3. create a more hospitable campus climate.

University of Louisville agrees to:

1. the university's vision for the next decade includes efforts to become a preeminent metropolitan research university recognized for its success in advancing the intellectual, social and economic development of the community and the Commonwealth. A critical element is the university's commitment to maintain a diverse student population.
2. the university remains committed to efforts employed in earlier plans and further expresses a commitment to work cooperatively with secondary school and community college personnel to recruit and enroll targeted African American students.

Western Kentucky University agrees to:

1. devise and implement more intensive recruitment strategies at community colleges and those high schools with a large population of African Americans, expand recruitment to other geographic regions, and implement recruitment programs with African American churches, civic groups and fraternal organizations with the assistance of and working through African American alumni.

Council on Postsecondary Education agrees to:

1. work with the Kentucky Department of Education to identify ways to increase the pool of high school graduates who are prepared to enter college.
2. request funding to expand Governor's Minority Student College Preparation Program for middle school students and promote teacher education programs to increase the number of African American teachers and administrators through support of scholarship opportunities.
3. seek opportunities to sponsor or conduct workshops to showcase best practices and programs that work.
4. continue campus visits by Committee on Equal Opportunities.

COMMITMENT 2: CPE and the institutions are committed to increasing the retention of Kentucky resident African American undergraduate students and the proportion of graduates to the same level of retention as that of Kentucky resident white undergraduate students.

Objective 2a: The following institutional objectives are established to meet the retention rates of Commitment #2.

Table 2A
Kentucky Resident Undergraduate African American Retention Objectives
First-Year Students - Fall Semester to Fall Semester

Institution	Actual Retention F/F 1995	Objectives*
Eastern Kentucky University	46.2	57.1
Kentucky State University	52.2	52.2
Morehead State University	71.1	64.9 - 71.1
Murray State University	43.5	65.8
Northern Kentucky University	41.4	61.7
University of Kentucky	72.9	77.6
University of Louisville	72.6	69.7 - 72.6
Western Kentucky University	55.9	65.9

* The objectives for first-year undergraduate African American Students are the actual institutional retention rates for Kentucky resident white students from fall 1994 to fall 1995 for each institution. The Community College System is not included.

Table 2B
Kentucky Resident Undergraduate African American Retention Objectives
Total Undergraduate

Institution	Fall to Fall 1995 Actual	Objectives*
Eastern Kentucky University	46.0	58.4
Kentucky State University**	48.5	56.4
Morehead State University	63.6	61.9 - 63.6
Murray State University	62.6	63.7
Northern Kentucky University	52.6	59.2
University of Kentucky	65.6	66.6
University of Louisville	63.1	62.9 - 63.1
Western Kentucky University	59.4	61.4

* The objectives for undergraduate African American Students are the actual institutional retention rates for Kentucky resident white students for each institution. The Community College System is not included.

** Kentucky State University's objective is to increase the retention rate for Kentucky resident white students to that of Kentucky resident African American students.

ACTION PLANS: Kentucky State University's action plan will include evaluation criteria related to implementation of enhancement activities identified in the enhancement section of the new plan. The basis for evaluation of this objective is to close the gap between the retention rate for African Americans and the retention rate for white students at two critical stages -- the first year of matriculation and through the year of anticipated graduation.

The institutions have initiated or plan to initiate the following activities in support of Commitment #2 and Objective #2a:

Eastern Kentucky University agrees to:

1. establish a mentor program for African American freshmen.
2. develop plans to provide inducements to students designed to help them be successful in persisting in college work.
3. conduct workshops and seminars addressing the academic needs of African American students.

Kentucky State University agrees to:

1. develop a retention plan to increase the retention of Kentucky resident African American and white students.
2. continue the involvement of mentors/academic advisors in addressing attrition of Kentucky resident African American and white students.

Morehead State University agrees to:

1. establish a Minority Retention Taskforce, continue established minority student mentoring programs, and utilize cultural awareness and support programs for minority students offered by the Office of Minority Student Affairs.
2. utilize the Black Student Coalition, Greek Fraternities and Sororities and new Minority Cultural Affairs Program to establish a broad student support network for minority undergraduate students.

Murray State University agrees to:

1. expand and improve the Mentor Program for minority freshmen, involve more faculty/staff in retention process, and increase minority student awareness of institutional work-study positions.
2. strengthen cross-cultural programming, conduct workshops with residence hall professional and student service staff to better understand minority concerns, expand the efforts of Learning Center to serve minorities with educational deficiencies, and develop plans for group study sessions.

Northern Kentucky University agrees to:

1. increase the retention of first-year and all undergraduate Kentucky resident African American students to enhance the number of degree holders to the same level as that of their white counterparts by employing creative social, academic, and financial support strategies.

University of Kentucky agrees to:

1. develop strategies to increase and support enrollment and retention gains.
2. increase funding of Learning Services Center for additional staff and expansion of the Minority Freshman Summer Program.

University of Louisville agrees to:

1. review its programmatic approach/efforts in regards to student retention.
2. seek to develop strategies to create an environment that is warm, welcoming and supportive of minority students.

Western Kentucky University agrees to:

1. encourage early participation in orientation, advisement and registration programs, and improve those programs and African American student participation in those programs by continued awareness activities for university employees, improved relationships with African American student organizations, increased funding for academic scholarships, and increased participation in key student services.
2. survey African American students to determine the reasons for their failure to return to the university and use the survey results to develop a campus resource guide addressing those reasons.

Objective 2b: The following institutional objectives are established to meet Commitment #2 to increase the proportion of Kentucky resident African-Americans receiving baccalaureate degrees:

Table 3
Kentucky Resident African American Students
Baccalaureate Degrees Awarded

Institution	1995 Actual	Objectives *
Eastern Kentucky University	17.3	32.8
Kentucky State University	31.8	25.4
Morehead State University	38.9	40.3
Murray State University	14.9	48.7
Northern Kentucky University**	27.3	30.3
University of Kentucky	34.7	57.5
University of Louisville	21.4	34.1
Western Kentucky University	29.9	44.1

* For *The KY Plan 1997-2002,* objectives for each institution were established by tracking the 1989 cohort of incoming freshmen through to graduation in 1995. The ultimate objective for each institution is to have the proportion of African Americans awarded baccalaureate degrees to be equal to the proportion of white students receiving degrees from the identical cohort. During the five-year period of the plan the objective is to close the gap.
** NKU had no Kentucky Resident African Americans graduating with the 1989 cohort, therefore the objective was developed using the 1988 cohort.

ACTION PLANS: Kentucky State University's action plan will include evaluation criteria related to implementation of enhancement activities identified in the enhancement section of the new plan. The basis for evaluation of this objective is to close the gap between the graduation rate for African Americans and the graduation rate for white students over the long term.

The institutions have initiated or plan to initiate the following activities in support of Commitment #2 and Objective #2b:

Eastern Kentucky University agrees to:

1. continue the SPICE (Student Persistence in the College Environment), a tiered mentor program begun in 1994, which incorporates faculty/staff, student mentors and students.
2. provide inducements to students to participate in the Academic Monitoring Program.
3. continue the Final Stand workshop in which faculty and staff members address issues such as time management, study skills, preparing for finals, and financial management. A student panel presents a session on academic success.
4. continue to conduct annual and semester surveys to assess student needs and interests.

Kentucky State University agrees to:

1. develop a plan that set forth strategic interim objectives for increasing the number of degrees awarded Kentucky resident African Americans and white students.
2. revitalize an effective "Writing Across the Curriculum" program and establish a means for more involvement of faculty/mentors in addressing the cause of attrition.

Morehead State University agrees to:

1. maintain a Minority Retention Specialist within the Office of Enrollment Management to assess special academic needs of minority students and to coordinate the development and implementation of university-wide programs designed to address identified needs.
2. focus all other minority student retention efforts toward this objective.

Murray State University agrees to:

1. expand and improve the Mentor Program for minority freshmen, involve more faculty/staff in the retention process, and increase minority student awareness of institutional work-study positions.
2. strengthen communications with advisors of minorities, improve the "early warning system," and assist in the expansion of the role of African American organizations on campus.

Northern Kentucky University agrees to:

1. increase the retention of undergraduate Kentucky resident African American students to enhance the number of degree holders to the same level as that of their white counterparts by employing creative social, academic, and financial support strategies.

University of Kentucky agrees to:

1. re-examine and strengthen activities of the Office of Minority Affairs to improve the graduation rate of African American students.

University of Louisville agrees to:

1. review strategies for lowering the attrition rates, monitor African American students to ensure that financial aid needs are being accommodated, and continue workshops/seminars on race relations and cultural diversity.
2. implement strategies designed to increase degree holders through reduction of attrition.

Western Kentucky University agrees to:

1. encourage early participation in orientation, advisement and registration programs, and improve those programs and African American student participation in those programs by continued awareness activities for university employees, improved relationships with African American student organizations, increased funding for academic scholarships, and increased participation in key student services.
2. implement strategies designed to increase degree holders through reduction of attrition.

COMMITMENT 3: CPE and the institutions are committed to increasing the proportion of Kentucky resident African American graduate students enrolled in higher education.

Objective 3: The following institutional objectives are established to meet Commitment #3.

Table 4
Kentucky Resident African American
Graduate Student Enrollment

Institution	No. Enrolled	1995 Actual %	Objectives *
Eastern Kentucky University	53	2.8	3.4
Morehead State University	14	0.9	1.3
Murray State University	51	4.9	4.7
Northern Kentucky University	5	0.9	1.0
University of Kentucky	141	4.7	5.3
University of Louisville	268	8.2	8.6
Western Kentucky University	63	3.5	5.2
Kentucky State University	20	41.7	N/A

* The above objectives were established as part of the 1990 KY Plan. None of the institutions achieved the objectives and therefore the original institutional objectives are carried forward into the 1997-2002 KY Plan. KSU does not have an objective because only one graduate program is located at that university.

ACTION PLANS: Kentucky State University's action plan will include evaluation criteria related to implementation of enhancement activities identified in the enhancement section of the new plan.

The institutions have initiated or plan to initiate the following activities in support of Commitment #3 and Objective #3:

Eastern Kentucky University agrees to:

1. identify and actively recruit African American graduate students and graduate assistants from EKU's student population.
2. continue to actively recruit at other institutions with high percentages of African American undergraduates.

Morehead State University agrees to:

1. increase recruiting efforts of minority graduate students by the Office of Graduate and Extended Campus Programs.
2. utilize scholarships and other financial aid incentives to attract minority graduate students to the university.

Murray State University agrees to:

1. continue to offer Minority Scholarships to participate in the minority Graduate Record Exam Locator Service, and utilize the new student information system for tracking and follow-up of prospective applicants.
2. increase support for recruiting and advising off-campus graduate students and develop a formal network of faculty to encourage undergraduate minority students to consider graduate school.

Northern Kentucky University agrees to:

1. increase the number of African American students enrolled in graduate programs and the number of them applying to and graduating from Chase College of Law by actively recruiting NKU undergraduates and from within the community as a whole, and offer financial and academic support mechanisms to encourage success.
2. increase the number of graduate students by actively recruiting at other institutions with high percentages of African American undergraduates.

University of Kentucky agrees to:

1. intensify efforts to recruit, support and retain minority and female students in all graduate programs, particularly in those fields where they have been traditionally underrepresented.
2. direct focused activity on the development of competitive proposals for external support of minority graduate students and post-doctoral fellows.

University of Louisville agrees to:

1. increase the number of fellowships for African American students.
2. establish a Graduate School Preparation Project that would identify African American and first generation college students with aptitudes for graduate study and provide assessment, summer research experience, and support to prepare these students for graduate school.

Western Kentucky University agrees to:

1. continue participation in career fairs, mass mailings to African American undergraduates, and emphasize internal recruitment through improved information on available minority grant/scholarship support and by sponsorship of university minority events and alumni meetings.

Council on Postsecondary Education agrees to:

1. request funding for and promote opportunities to increase the number of African Americans in the University of Kentucky and University of Louisville doctoral programs through participation in the Southern Regional Education Board Compact for Faculty Diversity program.
2. survey African American faculty who leave state-supported institutions in Kentucky to ascertain reasons why.

COMMITMENT 4: CPE and the institutions are committed to increasing the number and proportion of African American faculty and staff employed by institutions of higher education.

Objective 4: The following institutional objectives, derived from existing Affirmative Action Plans as approved by the Office of Federal Contract Compliance Programs, (U.S. Department of Labor) or OCR (U.S. Department of Education) and updated by the institutions, are established to meet Commitment #4 by fall 2002.

African American Employment
1995 Actual and 2002 Objectives by EEO Categories

	Exec/Administrative/Managerial			Faculty		
Institution	Fall 1995 Actual #	Fall 1995 Percent	Objectives	Fall 1995 Actual #	Fall 1995 Percent	Objectives
EKU	4	3.2	5.0	28	4.6	4.0
KSU	29	72.5	62.9	45	37.2	40.0
MoSU	2	4.9	3.9	8	2.5	3.5
MuSU	5	9.1	6.0	17	5.0	4.0
NKU	4	7.0	5.8	17	4.9	4.6
UK	14	3.6	5.0	65	3.6	3.0
UofL	18	8.7	8.0	54	5.2	7.0
WKU	3	3.1	5.0	20	3.8	3.8
ACC	0	0.0	5.0	1	1.3	3.0
ECC	0	0.0	5.0	5	5.8	3.0
HAZ CC	1	16.7	5.0	4	6.6	3.0
HEN CC	0	0.0	5.0	3	6.1	3.0
HOP CC	0	0.0	5.0	4	7.7	3.0
JCC	1	9.1	5.0	18	7.9	4.0
LCC	2	33.3	5.0	5	4.2	3.0
MAD CC	0	0.0	5.0	2	3.1	3.0
MAY CC	0	0.0	5.0	3	7.1	3.0
OWEN CC	0	0.0	5.0	4	7.0	3.0
PAD CC	0	0.0	5.0	3	4.3	3.0
PRES CC	0	0.0	5.0	1	1.3	3.0
SOM CC	0	0.0	5.0	6	8.7	3.0
SEAST CC	1	14.3	5.0	2	3.1	3.0

Note: These objectives have been updated, but are based on the benchmarks or approximations established for fall 1995 in the *1990 Kentucky Plan*.

African American Employment
1995 Actual and 2002 Objectives by EEO Categories

	Professional Non-Faculty			Secretarial/Clerical		
Institution	Fall 1995 Actual #	Fall 1995 Percent	Objectives	Fall 1995 Actual #	Fall 1995 Percent	Objectives
EKU	10	4.4	5.0	10	3.0	6.0
KSU	66	55.0	53.0	42	50.0	43.4
MoSU	10	4.2	3.8	5	3.4	4.5
MuSU	16	9.0	6.0	4	1.8	3.1
NKU	10	5.5	4.8	8	5.1	4.0
UK	116	3.6	5.0	241	11.5	8.0
UofL	67	9.1	10.4	168	19.6	23.0
WKU	18	6.5	5.6	25	8.6	7.0
ACC	2	14.3	5.0	N/A	N/A	N/A
ECC	1	4.8	6.0	N/A	N/A	N/A
HAZ CC	0	0.0	1.0	N/A	N/A	N/A
HEN CC	1	6.7	3.0	N/A	N/A	N/A
HOP CC	4	18.2	14.0	N/A	N/A	N/A
JCC	7	23.3	6.0	N/A	N/A	N/A
LCC	5	15.6	4.5	N/A	N/A	N/A
MAD CC	3	13.0	4.0	N/A	N/A	N/A
MAY CC	0	0.0	4.0	N/A	N/A	N/A
OWEN CC	0	0.0	1.0	N/A	N/A	N/A
PAD CC	0	0.0	5.0	N/A	N/A	N/A
PRES CC	0	0.0	0.1	N/A	N/A	N/A
SOM CC	1	6.3	3.0	N/A	N/A	N/A
SEAST CC	0	0.0	3.0	N/A	N/A	N/A

Notes: These objectives have been updated, but are based on the benchmarks or approximations established for fall 1995 in the *1990 Kentucky Plan. When the UK Community Colleges were included in the Kentucky Plan it was agreed that their objectives would only encompass the Exec/Admin/Mgr, Faculty, and Professional Non-Faculty EEO Categories.*

African American Employment
1995 Actual and 2002 Objectives by EEO Categories

	Technical – Paraprofessional			Skilled Craft		
Institution	Fall 1995 Actual #	Fall 1995 Percent	Objectives	Fall 1995 Actual #	Fall 1995 Percent	Objectives
EKU	2	4.3	6.0	0	0.0	6.0
KSU	30	36.1	42.7	9	36.0	36.0
MoSU	2	5.9	3.3	0	0.0	3.8
MuSU	0	0.0	4.4	1	1.5	2.7
NKU	1	2.2	2.6	1	2.5	2.2
UK	122	11.8	9.0	34	12.1	10.0
UofL	39	16.3	15.0	17	13.4	8.8
WKU	0	0.0	6.3	4	4.5	6.7

Notes: These objectives have been updated, but are based on the benchmarks or approximations established for fall 1995 in the *1990 Kentucky Plan. When the UK Community Colleges were included in the Kentucky Plan it was agreed that their objectives would only encompass the Exec/Admin/Mgr, Faculty, and Professional Non-Faculty EEO Categories*

African American Employment
1995 Actual and 2002 Objectives by EEO Categories

	Service and Maintenance		
Institution	Fall 1995 Actual #	Fall 1995 Percent	Objectives
EKU	30	8.0	5.0
KSU	54	77.1	70.6
MoSU	3	2.8	4.0
MuSU	18	9.2	7.8
NKU	11	9.6	4.7
UK	592	40.9	24.0
UofL	167	57.4	42.9
WKU	32	16.8	7.0

Notes: These objectives have been updated, but are based on the benchmarks or approximations established for fall 1995 in the *1990 Kentucky Plan. When the UK Community Colleges were included in the Kentucky Plan it was agreed that their objectives would only encompass the Exec/Admin/Mgr, Faculty, and Professional Non-Faculty EEO Categories*

ACTION PLANS: The institutions have initiated or plan to initiate the following activities in support of Commitment #4 and Objective #4:

Eastern Kentucky University agrees to:

1. continue program of encouraging seniors and graduate students to seek employment at EKU.
2. participate in recruitment and placement services during professional meetings and conventions.
3. use the growing number of African American faculty and other professionals to assist in recruitment efforts.

Kentucky State University agrees to:

1. develop a plan that strategically identifies increases in the complement of African American and white faculty and staff.
2. identify potential faculty from the KSU undergraduate population and encourage them to complete their graduate programs.

Morehead State University agrees to:

1. establish African American hiring goals for each EEO category based upon workforce, job category, availability and utilization analyses annually conducted as part of the university's Affirmative Action Plan.
2. utilize waiver of searches, desegregation funds, and other incentives to attract qualified African American employees to the university.
3. encourage African American graduates of MoSU to apply for positions for which they are qualified, and continue participation in the Minority Doctoral Fellowship Program to place MoSU graduates into doctoral programs at the University of Kentucky with the condition that the individual return to MoSU as a faculty member for at least a two-year period.

Murray State University agrees to:

1. continue to advertise positions in minority publications, participate in recruitment and placement services at national conferences, and utilize direct mailing to minority organizations and traditionally African American institutions.
2. emphasize the importance of following established guidelines, continue to ensure minority representation on university search committees, and provide minority faculty/staff with financial assistance to travel to professional and developmental workshops.

Northern Kentucky University agrees to:

1. increase the proportion of African American faculty and staff by utilizing affirmative recruitment and hiring strategies to eliminate their underutilization and by addressing environmental issues which may thwart their success.

University of Kentucky agrees to:

1. establish a visiting professorship for minority faculty; contact potential faculty directly to determine their interest; maintain regular contact with minority organizations; routinely advertise positions with minority and women's organizations and encourage their application.

2. continue an employee education assistance program; continue to utilize the availability of local services to recruit minorities; and continue to post at conspicuous places all required notices and a statement of equal employment policy.

University of Louisville agrees to:

1. continue to support the President's initiative to increase the number of African American faculty.
2. remain committed to all its African American employment goals as outlined in the proposed plan. Given the availability of positions coupled with necessary resource allocations, the university remains confident in its ability to meet goal expectations.

Western Kentucky University agrees to:

1. continue the university's Affirmative Action programs and recruitment, hiring and promotion commitments contained therein, and will continue to support the Junior Black Faculty program.

Council on Postsecondary Education agrees to:

1. continue to demonstrate a strong commitment to employment of minorities.
2. advertise all vacant positions and utilize the availability of local services to recruit minorities, including the Urban League, NAACP, and minority owned publications.
3. annually evaluate the promotion/hiring decisions to assure the absence of bias, conduct training program for staff involved in selection of new employees.
4. evaluate progress annually and file reports in accordance with Kentucky Revised Statute.

COMMITMENT 5: CPE and the institutions are committed to increasing the number of African American applicants to, enrollments in, and graduation from first-professional programs in dentistry, law, and medicine.

Objective 5a - c: The following institutional objectives (5a, 5b, and 5c) are established to meet Commitment #5:

5a. To increase by 2002 the size of the Kentucky resident African American applicant pool up to 6.5 percent over the average for the two year period of 1994-95 and 1995-96.

5b. To increase by 2002 first-year enrollments of Kentucky resident African Americans up to 6.8 percent over the average for the two year period of 1994-95 and 1995-96.

5c. To increase by 2002 the number of degrees awarded to Kentucky resident African Americans up to 5.9 percent over the average for the two year period of 1994-95 and 1995-96.

Table 5
Kentucky Resident African American
Professional Schools Data

	Academic Year 1994-95		Academic Year 1995-96		
Program Area	**# of AA**	**Total**	**# of AA**	**Total**	**Objectives**
Applications*					
Dentistry	6	249	5	207	9
Law	80	1,659	87	1,530	125
Medicine	36	1,085	23	1,014	44
Total	122	2,993	115	2,751	178
First-Year Enrollment					
Dentistry	3	119	4	81	5
Law	19	435	14	332	20
Medicine	14	233	9	174	15
Total	36	787	27	587	40
Degrees Awarded					
Dentistry	1	75	3	94	6
Law	4	310	15	307	18
Medicine	2	177	5	186	11
Total	7	562	23	587	35

* May include duplicate applicants.

ACTION PLANS: Kentucky State University's action plan will include evaluation criteria related to implementation of enhancement activities identified in the enhancement section of the new plan.

The institutions have initiated or plan to initiate the following activities in support of Commitment #5 and Objectives #5a, 5b, and 5c:

Kentucky State University agrees to:

1. develop a plan to identify and encourage students to enroll in the Law, Medicine, and Dental programs at the University of Kentucky, University of Louisville, and Northern Kentucky University.

Murray State University agrees to:

1.

Northern Kentucky University agrees to:

1.

University of Kentucky agrees to:
1.

University of Louisville agrees to:
1.

COMMITMENT 6: *The Governor is committed to ensuring the appointment to and representation of African Americans on CPE and on each board of trustees or regents KRS 164.005.*

ACTION PLAN: All boards of trustees or regents, KCTCS, and CPE currently have at least one African American member. CPE has two African American members and several of the boards have more than one African American member. For future years, CPE will recommend continued attention to ensuring African American representation on CPE, KCTCS, and all boards. The Governor is committed to this plan.

In 1992, Kentucky revised its procedures for appointments to Boards of Trustees and Regents. The new law requires that all boards have minority representatives and established a nominating committee whose membership includes minorities and representatives of the two major parties. The committee nominates three persons for each board slot and the Governor must select one of three nominees.

III. COORDINATION OF ACTIVITIES

The Kentucky Plan 1997-2002 will directly involve the following groups in the planning, implementation, and assessment of equal educational initiatives: CPE, KCTCS, CEO, Institutional Equal Opportunities Coordinators, and the leaders of the institutions of higher education.

A. Council on Postsecondary Education (CPE)

CPE will continue its primary responsibility of oversight and coordination of activities through its *Strategic Plan for Kentucky Higher Education 1996-2000: Seize the Future*. CPE will be assisted by the various committees, institutions, and institutional representatives.

CPE will develop an administrative regulation, as soon as possible after adoption of *The Kentucky Plan 1997-2002*, to implement the requirements of the new plan.

B. Kentucky Community and Technical College System (KCTCS)

This new coordinating board was created by House Bill 1 of the Special Legislative Session, May 1997. Information regarding how it interfaces with *The*

Kentucky Plan 1997-2002 will be provided as a addendum at such time as these decisions are made.

C. Committee on Equal Opportunities (CEO)

CEO serves in an advisory capacity to CPE in implementing the equal opportunities objective. CEO is expected to meet three to four times annually, visit campuses to discuss and review implementation of equal opportunities objectives, review proposed and planned equal educational activities, annually review institutional progress toward objectives and advise the CPE on application of KRS 164.020(9) (SB 398), and advise CPE as it implements *The Kentucky Plan 1997-2002*.

D. Institutional Equal Opportunities Coordinators

Equal Opportunities Coordinators have been designated by the institutional presidents to serve as campus contacts for reporting and other equal opportunities-related activities. Their responsibilities will include providing institutional information, plans, assessments of equal opportunities on their campuses, and recommendations regarding existing or new equal opportunities initiatives. Close coordination is expected between the institutions' equal opportunities coordinators and Strategic Planning Representatives in reporting to and working with CPE on equal opportunities efforts.

IV. MONITORING AND ASSESSMENT OF STATEWIDE PLAN

CPE will continue to monitor and assess, through *The Kentucky Plan 1997-2002*, two of the major areas included in the 1982 *Desegregation Plan*: African American student enrollment and retention, and African American faculty/staff employment at the institutions of higher education. The monitoring and assessment process of *The Kentucky Plan 1997-2002* will continue to use various statistical and programmatic data, initially required for reporting to OCR, and other data reported by institutions and maintained in the CPE Comprehensive Data Base.

An annual series of monitoring and assessment activities will include analysis of data, institutional action plans, and progress toward plan objectives and commitments.

The following schedule is to be implemented for the various activities:

Schedule of Assessment/Monitoring Activities
Kentucky Plan for Equal Opportunities In Higher Education

Reporting of Information

Fall enrollments	November 15
Equal Employment Opportunities	November 30
Degrees awarded (all levels)	August 1
Retention rates	November 15
Professional school applications	November 15
Professional school enrollments	November 15
Equal Employment Opportunity Funds	October 15

Schedule of assessment and monitoring activities

- Staff Evaluation of Data — March - June
  a. institutional progress toward objectives
  b. statewide activities and objectives

- CEO Campus Visitations — Spring - Fall Semesters
  a. discussions of institutional data
  b. discuss progress toward objectives
  c. discuss changes in institution action plan

- CEO Action — December - January
  a. annual program eligibility (SB 398)
  b. biennial report on progress toward objectives

- CHE Action — December - January
  a. annual program eligibility (SB 398)
  b. biennial report on progress toward objectives

A. Student Enrollment, Retention and Graduation

Monitoring and assessment of progress in increasing African American student enrollment and retention rates will be accomplished through analyses of: (1) institutional and community college data annually reported to CPE as part of its comprehensive data base, (2) high school graduation data as reported to the Kentucky Department of Education, and (3) biennial narrative reports of institutional equal opportunities activities/programs related to Kentucky resident African American student enrollments.

Data are reported by institutions and community colleges annually in the CPE comprehensive data base and will serve as the source for monitoring and assessment of the following elements for Kentucky resident African American and non-minority students:

- Kentucky resident first-time freshmen and first-time transfer students;

- Kentucky resident student retention rates;
- degrees awarded Kentucky residents;
- Kentucky resident enrollment; and
- preparation of Kentucky resident high school graduates (pre-college curriculum).

In addition, annual narrative reports on other equal opportunities activities/programs for students will continue to be collected from institutions to assess progress in the enrollment and retention of Kentucky resident African American students. The reports should include the status of existing programs as well as information describing the initiation of new programs that impact these students.

B. Faculty and Staff Employment

Monitoring and assessment of African American faculty/staff employment will be accomplished through analyses of: (1) institutional data annually reported in the CPE comprehensive data base and (2) annual narrative reports of other institutional equal opportunities activities/programs related to faculty/staff employment.

The CPE comprehensive data base includes annual submissions by the institutions of the *Kentucky Council On Postsecondary Education Higher Education Staff Information Survey*. In addition, annual narrative reports will continue to be collected from institutions to assess progress in the employment of African American faculty/staff. These narrative reports should include information about real or perceived barriers to hiring and retaining African Americans. The institutions are expected to provide information from faculty/staff exit interviews, as well.

C. Funding of Equal Opportunities Activities

Monitoring and assessment of the utilization of funds dedicated to equal opportunities will be accomplished through analyses of: (1) institutional data annually reported in the CPE comprehensive data base, (2) narrative and other reports on the use of desegregation funds or special funding requests, (3) biennial budget requests in support of existing and proposed new equal educational opportunities activities, and (4) results of incentive funding items that may be added to the funding for higher education.

V. UNIVERSITY COMMITMENT TO *THE KENTUCKY PLAN 1997-2002*

The Kentucky Plan 1997-2002 has been reviewed by the university presidents and communicated to their boards of trustees or regents.

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